

National Vocational and Technical Training Commission (NAVTTTC)

Curriculum for National Vocational Certificate in Personal Services“Housemaid” (NVQF level 2)

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1 Introduction

A “Housemaid” is a person who works within the employer's house and perform a variety of household service and maintenance. The responsibilities may include cleaning, basic cooking, food service, laundry and ironing, providing care for children and elderly dependents.

1.1 Overall objective of course

The course is developed on the philosophy of competency-based training which enables a trainee to acquire competencies required to perform his/her job efficiently as a housemaid. The course has the following objectives:

- Developmentally certified competent housemaids
- Enable women/men to-work in a house as housemaids
- Facilitate the establishment of housemaid/domestic worker industry in Pakistan

1.2 Competencies gained after completion of course

On successful completion of this course the trainee will attain following competencies:

- Clean the House
- Carry out Kitchen Care
- Perform Basic Cooking and Serving
- Perform Laundry Operations
- Provide Child/Elderly care
- Practice Work Ethics

1.3 Job opportunities available immediately and in the future

- Housemaid
- Household Helper
- Helper in a Business set-up/Office

- House Supervisor (Future opportunity)
- Housemaid Trainer (Future opportunity)
- Housekeeping in Hospitality Sector (Allied opportunity)

1.4 Trainee entry level

Entry to assessment / training for NVQF National Vocational Certificate Level 2 for “Housemaid” is open.

1.5 Suggested minimum qualification for a trainer

- NVQF Level 2 certified housemaid with minimum education of intermediate
- Bachelor’s in Home economics
- Qualified Housekeeper
- Graduate diploma in hospitality management with 1 year experience
(All must have the proven pedagogy skills preferably in a CBT environment)

1.6 Mode of Delivery in a competency-based environment

Training in a competency-based environment differs from the traditional method of training delivery. It is based on defined competency standards, which are industry oriented.

The traditional role of a trainer changes & shifts towards facilitation of training. A facilitator in Competency Based Training (CBT) encourages and assists trainees to learn for themselves. Trainees are likely to work in groups (pairs) and are engaged in different activities. Few are conducting practical tasks in the workshop, while others are writing & some are not even in the classroom or workshop but in another part of the building using specialized equipment, working on computers doing research on the Internet or in the library. As trainees learn at different pace, they might well be at different stages in their learning, thus learning must be tailored to suit individual needs.

The following facilitation methods (teaching strategies) are generally employed in CBT programs:

- **Direct Instruction Method:**

This might be effective when introducing a new topic to a larger group of trainees in a relative short amount of time. In most cases this method relies on one-way communication, hence there are limited opportunities to get feedback on the trainee's Learn.

- **Discussion Method:**

This allows trainees to actively participate in sharing knowledge and ideas. It will help the trainer to determine whether trainees understand the content of the topic. On the other hand, there is a possibility of straying off topic under discussion and some trainees dominating others on their views.

- **Small Group Method:**

Pairing trainees to help and learn from each other often results in quick knowledge/skill transfer, than with the whole class. The physical arrangement of the classroom/workshop and individual assessment may be challenging also, hence using analogy method is recommended.

- **Problem Solving Method:**

This is a very popular teaching strategy for Competency Based Training (CBT). Trainees are challenged and are usually highly motivated when they gain new knowledge and skills by solving problems (Contingency skills). Trainees develop critical thinking skills and the ability to adapt to new learning situations (Transfer skills). It might be time consuming and because trainees sometimes work individually, they may not learn all the things that they are expected to learn.

- **Research Method:**

This is used for workshops and laboratory tasks, field experiments, and case studies. It encourages trainees to investigate and find answers for themselves and to critically evaluate information. It however requires a lot of time and careful planning of research projects for the trainee.

1.7 Suggested medium of instruction

English, Urdu and local language

1.8 Qualification Level

Level II Qualification

1.9 Duration of Qualification

400 contact hours equal to 3 Months

1.10 Sequence of the modules

The curriculum consists of six (6) modules and should be delivered in the following sequence, however the individual learning units within the same module may be delivered interchangeably as stand-alone modules (if need be) or in a holistic approach.

• Module 1: Clean the House
• Module 2: Carry out Kitchen Care
• Module 3: Perform Basic Cooking and Serving
• Module 4: Perform Laundry Operations
• Module 5: Provide Child/Elderly care
• Module 6: Practice Work Ethics

1.11 Timeframe of assessment (recommendation)

- Assessments should be scheduled during modules and at the completion of modules, depending on the exercises assigned
- Informal critiques which do not entail grading should be conducted frequently so that students can learn from each other's mistakes.

2 Overview about the program – Curriculum for Certificate in Housemaid

Module Title	Learning Units	Theory Hrs.	Workplace Hrs.	Timeframe of modules
Module 1: Clean the House	<p>LU1.Use of household cleaning tools and equipment</p> <p>LU2. Clean the bedroom as per standard</p> <p>LU3. Clean the washroom as per standard</p> <p>LU4. Clean the living/drawing/dining/study room</p> <p>LU5.Execute cleaning of open area (porch, patio, veranda , terrace, roof, green/pet area)</p> <p>LU6. Dispose household waste</p> <p>LU7. Carry out deep house cleaning</p>	17	103	120

Module Title	Learning Units	Theory Hrs.	Workplace Hrs.	Timeframe of modules
Module 2. Carryout Kitchen Care	LU1. Perform Dishwashing as required LU2. Perform Kitchen Cleaning	3	30	33
Module 3: Perform Basic Cooking & Serving	LU1: Pre preparation for Cooking LU2: Perform Basic Cooking as required LU3: Serve the food	10	65	75
Module 4: Perform Laundry Operations	LU1: Perform Laundry LU2: Perform Ironing & Stacking of laundered clothes	3	40	43
Module 5: Provide Child/ Elderly Care	LU1: Feed the child as per instructions LU2: Carry out bathing/ dressing of the child (2-5 years) LU3: Provide Elderly care as required	5	33	38

Module Title	Learning Units	Theory Hrs.	Workplace Hrs.	Timeframe of modules
Module 6: Practice Work Ethics	LU1: Apply Clear Communication LU2: Follow Principles of personal hygiene & grooming LU3: Maintain Safe & Secure Environment LU4: Handle emergencies LU5: Handle harassment at workplace	10	26	36
Total		48	297	345

3. Teaching and Learning Guide-Housemaid Curriculum

3.1 Module 1: Clean the House

Overview of the Module:This module provides the trainee necessary skills and knowledge to enable him/her to clean the house. Trainee will be expected to learn cleaning of bedrooms/washrooms, living/drawing/dining/open area, dispose household waste and use of thehousehold cleaning tools and equipment.After completing this module trainee will gain the necessary knowledge to Clean the house required for his/her level of training (level II)

Duration:120

Theory:17

Practice:103

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1 -Use household cleaning tools and equipment	<ul style="list-style-type: none"> • Identify cleaning tools and equipment according to job demand • Use appropriate tools in accordance with the desired cleaning job • Store tools and equipment at appropriate place 	<ul style="list-style-type: none"> • Different types of cleaning tools and their use • Different types of cleaning equipment and their use • Types of cleaning chemicals and their use • Basic tools and equipment's maintenance procedure 	Theory hrs: 4 Practical hrs: 8 Totalhrs: 12	Vacuum Cleaner Broom Mop Mop Bucket Dusters Dust pans Wipers Cleaning Sponges Carpet brushes Cob Webber Detergents	Training place with all necessary equipment

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<ul style="list-style-type: none"> Types and usage of personal protective materials (gloves, apron, masks, shoes and head cover) 		Cleaning Chemicals (Bleach/acids, phenyl, glass cleaner) Surface Cleaners Lustres/polish	
LU2. Clean the bedroom as per standard	<ul style="list-style-type: none"> Set the curtains/blinds according to requirement Place the scattered items orderly in the bedroom at their appropriate locations Make the bed according to the house owner requirement Carry out the cleaning of the bedroom floor including wet mopping in sequence using right chemical Perform dusting of the bedroom to clean the bedroom furniture and other fixtures 	Dusting procedures (Dry /Wet Procedures) Types of Floors <ul style="list-style-type: none"> Wood Marble Tiles Chips Carpet cleaning techniques <ul style="list-style-type: none"> Wet / Dry technique Mopping Techniques (Dry/Wet mopping) Bed Making Techniques <ul style="list-style-type: none"> Bed sheet/ linen setting Handling of curtains/blinds	Theory hrs: 4 Practical hrs: 30 Total hrs:34	Vacuum Cleaner Broom Mop Mop Bucket Dusters Dust pans Bed set Linen Pillows Carpet Mattress Carpet cleaner Surface Cleaners Lustres/polish Glass cleaner	Training place/ Bedroom

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		Removal of Bedroom waste		Curtains/Blinds Dust bins	
LU3. Clean the washroom as per standard	<ul style="list-style-type: none"> Remove/replace used items from the bathroom as per requirement Carryout cleaning of basin counter/shelves as per standards Carryout cleaning of shower area as per requirement Carryout cleaning of the toilet using the appropriate chemicals Carry out cleaning of bathroom floor as per requirement 	Bathroom cleaning techniques and procedures Use of bathroom chemicals Removal of Bathroom waste	Theory hrs: 2 Practical hrs: 25 Total hrs:27	Model Washroom Wipers Cleaning Sponges Mops Mop bucket Cleaning Chemicals (Bleach/acids, phenyl, glass cleaner) Surface Cleaners Lustres/polish Brushes Toiletries Dustbins	Training place/ Washroom
LU4. Clean the living/drawing/dining/study room	<ul style="list-style-type: none"> Place the scattered items in the room to their appropriate locations 	Handling of home items/appliances <ul style="list-style-type: none"> Decorative items 	Theory hrs: 2 Practical	Broom Mop Mop Bucket	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<ul style="list-style-type: none"> • Set the curtains/blinds according to the requirement • Carry out the cleaning of the room floor/carpet as per sequence • Perform dusting of the room furniture and other fixtures after floor cleaning 	<ul style="list-style-type: none"> • Electronic appliances • Furniture/fixtures 	hrs: 20 Total hrs:22	Dusters Dust pans Linen Sofa set Carpet Mattress Carpet cleaner Surface Cleaners Lustres/polish Glass cleaner Curtains/Blinds Dining Set Table Set Decorative items (Flower Arrangements, Lamp, Vases, Wall hangings, table placements, Decoration pieces) Books with book racks	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU5. Execute cleaning of open area (porch, patio, veranda , terrace, roof, green/pet area)	<ul style="list-style-type: none"> Place the scattered items at their appropriate locations Carry out watering of plants as per schedule Ensure pet area is cleaned as per schedule Carry out the cleaning of the floor using appropriate tools Perform dusting of the goods installed in open area Perform wet mopping as per requirement 	<p>Basic plant handling/care techniques</p> <ul style="list-style-type: none"> Watering Brushing <p>Methods for Cleaning of the pet area</p>	<p>Theory hrs: 1</p> <p>Practical hrs: 10</p> <p>Total hrs: 11</p>	<p>Plants</p> <p>Petty Chairs</p> <p>Pet cage</p> <p>Plants pot</p>	<p>Training place / Open area (porch, patio, veranda , terrace, roof, green/pet area)</p>
LU6. Dispose household waste	<ul style="list-style-type: none"> Collect household waste as instructed Dispose the household waste at appropriate place Maintain the dustbins for 	<p>Types of household waste</p> <p>Disposal points</p> <p>Dustbin cleaning /maintenance procedures</p>	<p>Theory hrs: 1</p> <p>Practical hrs: 5</p> <p>Total hrs: 6</p>	<p>Dustbins</p> <p>Liners</p> <p>Gloves</p> <p>Disinfectants</p> <p>Masks</p>	<p>Training place / Home</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	future use				
LU7. Carry out deep house cleaning	<ul style="list-style-type: none"> • Identify deep cleaning tools and equipment • Perform deep house cleaning according to the set schedule which will include cleaning of: <ul style="list-style-type: none"> ○ Ceiling ○ Walls ○ Hidden Areas ○ Wall hanging ○ Fixtures (Fans, Lights , A/C etc) ○ Furniture ○ Carpets and mats ○ Storage area ○ Curtains ○ Rugs ○ Cupboards ○ Windows(glass cleaning) • Rearrange the household items at proper place after deep cleaning • Store the deep cleaning 	<p>Deep cleaning techniques</p> <p>Importance of deep cleaning</p> <p>Safety precautions</p>	<p>Theory hrs: 2</p> <p>Practical hrs: 25</p> <p>Total hrs: 27</p>	<p>Vacuum Cleaner</p> <p>Broom</p> <p>Mop</p> <p>Mop Bucket</p> <p>Dusters</p> <p>Dust pans</p> <p>Ladder</p> <p>Storage Bags</p> <p>Hanging Light</p>	Training place / Home

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	tools and equipment at appropriate places				

3.2 Module 2: Carryout Kitchen Care

Overview of the Module::This module will enable the trainee to carry out kitchen care. Trainee will be expected to perform dishwashing and clean the kitchen. After completing this module trainee will gain the necessary knowledge to Carryout Kitchen Care required for his/her level of training (level II)

Duration:33

Theory: 3

Practice:30

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1-Perform Dishwashing as required	<ul style="list-style-type: none"> Collect used utensils/crockery/cutlery for washing Sort out according to types of utensils Wash utensils using appropriate tools and chemicals Wipe/Dry the washed items Stack/ store the washed 	<ul style="list-style-type: none"> Types of utensils/cutlery and their handling Types and use of washing tools and chemicals Sequence for utensils washing Stacking procedure 	<p>Theory hrs: 2</p> <p>Practical hrs: 10</p> <p>Totalhrs: 12</p>	<p>Model Kitchen Dishwashing liquid/ Detergents Dishwasher Steel wool Sponges Brushes Scrubbers Drying wipes Dusters Stacking Racks Gloves</p>	Institute / home Kitchen

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>items to their appropriate places</p> <ul style="list-style-type: none"> • Clean dishwashing area after dishwashing 				
LU2. Perform Kitchen Cleaning	<ul style="list-style-type: none"> • Place the scattered kitchen items at their appropriate places • Clean cooking range/stove as per standard • Perform cleaning of kitchen shelves/counter as per requirement • Perform cleaning of kitchen appliances following manufacturer's instructions • Perform cleaning of kitchen floor as per requirement 	<ul style="list-style-type: none"> • Kitchen Cleaning Techniques • Types of kitchen cleaning tools & chemicals • Storage and stacking • Use of personal protective equipment in the kitchen • Importance of hygiene procedure and practice 	<p>Theory hrs: 2</p> <p>Practical hrs: 20</p> <p>Totalhrs: 22</p>	<p>Wipers</p> <p>Broom</p> <p>Mop</p> <p>Mop Bucket</p> <p>Surface Cleaners</p> <p>Cleaning Chemicals</p> <p>Sponges</p>	Institute / Home kitchen

3.3 Module3:Perform Basic Cooking & Serving

Overview of the Module:This Module provide the trainee with the necessary skills and knowledge toperform basic cooking and serving at the house. Trainee will be expected to perform pre preparation for cooking, basic cooking and serve food as required. After completing this module trainee will gain the necessary knowledge to Perform Basic Cooking and serving required for his/her level of training (level II)

Duration:75

Theory:10

Practice:65

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1- Pre-preparation for Cooking	<ul style="list-style-type: none"> • Purchase required grocery items (if any) • Arrange the ingredients as per requirement • Prepare the ingredients for cooking • Arrange required utensils for cooking • Prepare cooking appliances as per cooking requirement 	<ul style="list-style-type: none"> • Use of kitchen utensils and cutlery • Washing, Cutting, chopping techniques 	<p>Theory hrs: 2</p> <p>Practical hrs: 15</p> <p>Totalhrs: 17</p>	<p>Cooking Utensils set (Knife, Chopping Board, Mixing bowel, whisks, Grater, Strainers, Sieves)</p> <p>Required Ingredients</p>	<p>Training place / home Kitchen</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU2- Perform Basic Cooking as required	<ul style="list-style-type: none"> • Seek necessary instruction about cooking from house owner. • Carryout day to day cooking as required • Clear the kitchen counter after cooking 	<ul style="list-style-type: none"> • Types and use of cooking appliances • Basic Cooking methods/ recipes <ul style="list-style-type: none"> ○ Breakfast (Pakistani and Continental 2 each) ○ Lunch/Dinner (Pakistani dishes, Lentils, Meat, Vegetables, Chapati, Plain rice) ○ Tea/Snacks • Grocery Maintenance of kitchen items <ul style="list-style-type: none"> ○ Storage ○ Stacking 	Theory hrs: 5 Practical hrs: 30 Totalhrs: 35	Crockery set Cutlery set Cooking set Cooking Utensils set (Knife, Chopping Board, Mixing bowl, whisks, Grater, Strainers, Sieves, Cooking Spoon) Stoves	Training place / home kitchen

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU3. Serve the food	<ul style="list-style-type: none"> • Prepare dining area for food serving according to the requirement which may include <ul style="list-style-type: none"> ○ Dining table layout ○ Trolley setting ○ Tray setting • Serve the food & beverages as per instruction • Clear/Clean up the dining area after serving 	<ul style="list-style-type: none"> • Dining table layout methods • Trolley setting methods • Tray setting methods • Basic Serving manners • Crockery protocols 	Theory hrs: 3 Practical hrs: 20 Totalhrs: 23	Crockery set Cutlery set Dining Set Trolley Table Placements Set (Table mats, runners, table cloth) Napkins/ Tissue papers Water set	Training place / Home / Dining table / Hall

3.4 Module 4: Perform Laundry Operations

Overview of the Module: This Module will provide necessary skills and knowledge to in order to perform laundry operations. Trainee will be expected to perform laundry, ironing and stacking of the laundered items. After completing this module trainee will gain the necessary knowledge to Perform Laundry Operations required for his/her level of training (level II)

Duration: 43

Theory: 3

Practice: 40

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1 Perform Laundry	<ul style="list-style-type: none"> Sort items according to texture, colour and size Select laundry methods according to type of clothing Operate laundry equipment according to manufacturer's specifications Use cleaning agents and chemicals according to specific item/ laundry requirement Dry washed items according to requirement Check items after 	<ul style="list-style-type: none"> Types of fabric/clothes Laundry Methods which includes: <ul style="list-style-type: none"> Stain Removal Hand wash Machine wash Types of cleaning agents Fabric Drying methods Inform Laundry Damage Precautionary measures and Handling of laundry equipment Importance of clean hanging area for laundered items 	Theory hrs: 2 Practical hrs: 20 Totalhrs: 22	Clothes Washing machine Spinner Detergents Bleaching agents, fabric softener, Stain remover, Starch, Clips Tubs Buckets Drying Stand	Training Laundry Area / Home

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>laundering to ensure desired cleaning quality</p> <ul style="list-style-type: none"> • Clean the laundry area and equipment 				
LU2- Perform Ironing & Stacking of laundered clothes	<ul style="list-style-type: none"> • Prepare iron and board for ironing • Execute ironing according to type of fabric • Inform any damage to the items while pressing • Stack the clothes in their appropriate place 	<ul style="list-style-type: none"> • Types and use of irons • Ironing methods • Safety precautions • Stacking Process 	Theory hrs: 1 Practical hrs: 20 Totalhrs: 21	Iron Board Iron Spray Bottle Starch Spray Hangers	Training place / Home Ironing place / Home

3.5 Module 5: Provide Child/ Elderly Care

Overview of the Module: This Module will enable the trainee to provide elderly/child care. Trainee will be expected to feed the child as instructed, carry out dressing and bathing of the child and provide elderly care as needed. After completing this module trainee will gain the necessary knowledge to Provide Child/Elderly Care required for his/her level of training (level II)

Duration: 38

Theory: 5

Practice: 33

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Feed the child as per instructions	<ul style="list-style-type: none"> • Sterilize the feeding utensils as per standard • Prepare the desired food as instructed according to child age • Prepare the baby for feeding • Feed the baby according to feeding schedule • Place the utensils at the appropriate location after feeding 	<ul style="list-style-type: none"> • Sterilization (Boiling method) • Child food Preparation methods • Preventive measures food items hazardous for the baby which include expired/rotten items. • Hygiene necessities/ precautions 	<p>Theory hrs: 2</p> <p>Practical hrs: 10</p> <p>Total hrs: 12</p>	<p>Dummy Baby</p> <p>Baby food</p> <p>Feeding Utensils</p> <p>Bibs</p> <p>Baby Chairs</p>	<p>Training place / Home</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU2- Carry out bathing/dressing of the child (2-5 years)	<ul style="list-style-type: none"> • Select clean clothes for the child • Select appropriate bathing accessories as per requirements • Bath the child according to age and instructions • Dress up the child as per requirement • Place used items at their appropriate locations after bathing/ dressing. 	<ul style="list-style-type: none"> • Types of bathing accessories • Bathing Techniques 	Theory hrs: 2 Practical hrs: 20 Totalhrs: 22	Dummy Baby Bathing Seats Bathing towels Bathing accessories Baby Cloths Diapers	Training place / Home
LU3- Provide Elderly care as required	<ul style="list-style-type: none"> • Prepare basic food items for elders as desired • Serve food to elders on time • Support is provided to elders as needed 	<ul style="list-style-type: none"> • Elderly requirement daily which include <ul style="list-style-type: none"> ○ Medication ○ Feeding 	Theory hrs: 1 Practical hrs: 3 Totalhrs: 4	First aid box	Training place

3.6 Module 6: Practice Work Ethics

Overview of the Module: This Module will enable the trainee to practice work ethics. You will be expected to communicate effectively, follow principles of hygiene, maintain healthy and safe environment, handle emergencies and harassment at workplace. After completing this module trainee will gain the necessary knowledge to Practice Work Ethics required for his/her level of training (level II)

Duration: 36

Theory: 10

Practice: 26

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1. Apply Clear Communication and Morality	<ul style="list-style-type: none"> Comprehend instructions using communication skills to convey/receive information Use appropriate verbal/ nonverbal behaviour at all times Maintain confidentiality as per the employer requirement 	<ul style="list-style-type: none"> Listening skills Speaking Skills Verbal/ Non Verbal communication (basic) Confidentiality Honesty Truthfulness Vigilance 	Theory hrs: 2 Practical hrs: 5 Total hrs: 7	Telephone	Training place / Institute / Home

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU2: Follow Principles of personal hygiene & grooming	<ul style="list-style-type: none"> • Adopt personal hygiene procedure as per health standards. • Use personal protective equipment as per the required task • Adopt personal grooming standards 	<ul style="list-style-type: none"> • Personal Hygiene Procedure • Importance of regular Medical Check-up • Use of PPE • Personal Grooming standards • Importance of Punctuality 	Theory hrs: 2 Practical hrs: 10 Totalhrs: 12	Gloves Mask Disinfectants	Training place / Institute / Home
LU3. Maintain Safe & Secure Environment	<ul style="list-style-type: none"> • Apply precautionary measures as per the employer instructions for employer safety • Demonstrate appropriate behaviour to the strangers as guided • Compliance to the safety instructions 	Security Instructions <ul style="list-style-type: none"> • Door locks • Stranger dealing procedure 	Theory hrs: 1 Practical hrs: 3 Total hrs : 4		Training place / Institute / Home

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU4. Handle emergencies	<ul style="list-style-type: none"> Assess the emergency and take necessary action as required Emergencies are reported according to the procedure Report relevant personnel in case of emergency Provide basic first aid as required 	<p>Home emergencies</p> <ul style="list-style-type: none"> Basic fire fighting gas leakage, injuries, short circuit, electricity, medical emergency <ul style="list-style-type: none"> Emergency contacts numbers (Police, hospitals, fire department, gas department) Basic First aid procedure 	<p>Theory hrs: 3</p> <p>Practical hrs: 7</p> <p>Total hrs :10</p>	<p>Fire extinguisher</p> <p>First aid box</p>	<p>Training place / Institute / Home</p>
LU5. Handle harassment at workplace	<ul style="list-style-type: none"> Identify the potential harassment risks. Adopt appropriate measure to contain the situation. Report the situation/ incident to the relevant authority 	<p>Domestic worker rights/Law</p> <ul style="list-style-type: none"> Importance of contract agreement <p>Types of Harassment</p> <ul style="list-style-type: none"> Verbal Nonverbal, 	<p>Theory hrs: 2</p> <p>Practical hrs: 1</p> <p>Total hrs: 3</p>		<p>Training place / Institute / Home</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<ul style="list-style-type: none"> • Physical. <p>Concerned reporting authority</p>			

4. Assessment Guidelines

Competency-based assessment is the process of gathering evidence to confirm the candidate's ability to perform according to specified outcomes articulated in the competency standard(s).

4.1 Types of assessment

a) Sessional assessment

The goal of sessional assessment is to monitor student progress in order to provide constant feedback. This feedback can be used by the trainers to improve their teaching and by learners to improve their learning.

More specifically, sessional assessments Help learners to identify their strengths and weaknesses and Help trainers to recognize where learners are struggling and address problems immediately

Examples of sessional assessments include:

- Observations
- Presentations
- Activity sheets
- Project work
- Oral questions

b) Summative (final) assessment

The goal of summative (final) assessment is to evaluate learning progress at the end of a training programme by comparing it against, e.g. set of competency standards.

Examples of summative assessments include:

- Direct observation of work activities
- Final project
- Written questions

4.2 Principles of assessment

When conducting assessment or developing assessment tools, trainers/assessors need to ensure that the following principles of assessment are met:

Validity

Indicates if the assessment outcome is supported by evidence. The assessment outcome is valid if the assessment methods and materials reflect the critical aspects of evidence required by the competency standards (Competency units, performance criteria, knowledge and Learn).

Reliability

Indicates the level of consistency and accuracy of the assessment outcomes. The assessment is reliable if the assessment outcome will produce the same result for learners with equal competence at different times or places, regardless of the trainer or assessor conducting the assessment.

Flexibility

Indicates the opportunity for learners to discuss certain aspects of their assessment with their trainer or assessor, such as scheduling the assessment. All learners should be made aware of the purpose of assessment, the assessment criteria, the methods and tools used, and the context and proposed timing of the assessment well in advance. This can be achieved by drawing up a plan for assessment.

Fair assessment

Fair assessment does not advantage or disadvantage particular learners because of status, race, beliefs, culture and/or gender. This also means that assessment methods may need to be adjusted for learners with disabilities or cultural differences. An assessment should not place unnecessary demands on learners that may prevent them from demonstrating competence.

Assessment context:

This unit has to be assessed on the job, off the job, or a combination of on and off the job demonstrated by an individual work.

Assessment condition:-

- Each unit should be assessed separately.
- The candidate will have to access all the related tools, equipment, material and demonstrations required.
- The candidate will be required orally or by other methods of communication to answer questions asked by the assessor.
- Present evidence related to the skills
- Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by criteria and that he possesses the required knowledge and skill.

4.3 Resources required for assessment:-

It includes all tools, equipment and related material, listed in the curriculum

5. List of Tools, Machinery & Equipment

Tools	Machinery & Equipment	First Aid/Personal Protective equipment	Furniture
<ul style="list-style-type: none"> - A V Aids - Brooms - Dust Pans and Brushes - Water Hoses - Lint Free Cleaning Cloths - Squeegees - Scrubbing Foam - Dish Pans - Dish Sponges - Rubber Spatulas - Floor Mops - Cob Webbers - Cleaning Rags - Dust Mops - Laundry Bags - Laundry Baskets - Spray Bottles - Utensils & Plates / Serving Pieces - Pans - Tablecloths/Linen - Serving Cloths - Kitchen Ingredients - Soiled/Defective Clothes - Clothespin Bags - Sorting Baskets/Shelves - Hangers - Scouring Pads 	<ul style="list-style-type: none"> - Microwave Oven - Refrigerator - Toaster - Vacuum Cleaner - Food Processor - Spinners - Irons - Washing machine - Telephone set 	<ul style="list-style-type: none"> - First Aid Box - Gloves - Aprons - Rubber shoes - Cap - Tissue Boxes 	<ul style="list-style-type: none"> - Beds - Table (Dining) - Clothes Racks - Ironing Boards

List of Consumable Supplies (for a class of 25 students)

Name of Trade		Housemaid
Duration		3 months
Sr. No.	Name of Consumable Supplies	Quantity
1.	Pencil	25
2.	Note Books	25
3.	Charts/ work sheets/ news sheet	100
4.	Markers	5
5.	Face Masks	25
6.	Disposable Gloves	50
7.	Detergents	5 kg
8.	Glass Cleaner	2 bottles
9.	Acids	5 bottles
10.	Bleaching Agents	5 bottles
11.	Surface Cleaner	10 bottles
12.	Polish/ wax	2 Bottle
13.	Phenyl	10 bottles
14.	Dish washing liquid	5 bottles
15.	Dishwashing bars	5 bars
16.	Scrubbers	25
17.	Sponges	25
18.	Steel wool	5
19.	Starch spray	3
20.	Soaps	5
21.	Liners (Garbage)	25
22.	Mop wipes	5
23.	Washing Gloves	5

24.	Cooking ingredients as per recipe	
25.	Fabric softener	1 bottle
26.	Tissues	2 packs
27.	Toilet Rolls	2 rolls
28.	Lusters	2 bottles
29.	Dusters	25
30.	Tissue Box	2
31.	Travel Kit (Toiletries)	1